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THIRTY-SECOND ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF MANCHESTER,  
TOGETHER WITH THE  
TWENTY-THIRD ANNUAL REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
FOR THE YEAR ENDING DECEMBER 31, 1878.



MANCHESTER, N. H.:  
PRINTED BY JOHN B. CLARKE.  
1879.



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CITY OF MANCHESTER.

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JANUARY 7, 1879.

IN BOARD OF COMMON COUNCIL. Accepted and ordered to be printed.

SYLVANUS B. PUTNAM, *Clerk.*

JANUARY 7, 1879.

IN BOARD OF MAYOR AND ALDERMEN. Accepted and ordered to be printed.

NATHAN P. KIDDER, *City Clerk.*



# SCHOOL DEPARTMENT.

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## ORGANIZATION FOR 1878.

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### SCHOOL COMMITTEE.

JOHN L. KELLY, Mayor, *Ex-officio* Chairman.

TIMOTHY W. CHALLIS,

President of the Common Council, *ex officio*.

Ward 1. — George W. Stevens, 1 year.

Henry C. Sanderson, 2 years.

Ward 2. — James E. Dodge, 1 year.

Gerherdus L. Demarest, 2 years.

Ward 3. — Nathan P. Hunt, 1 year.

Charles A. Smith, 2 years.

Ward 4. — George W. Weeks, 1 year.

Walter M. Parker, 2 years.

Ward 5. — Samuel P. Jackson, 1 year.

Charles A. O'Connor, 2 years.

Ward 6. — Loring P. Moore, 1 year.

Henry A. Gage, 2 years.

Ward 7. — Marshall P. Hall, 1 year.

Ezra Huntington, 2 years.

Ward 8. — Eugene W. Brigham, 1 year.

Louis E. Phelps, 2 years.

## CLERK OF SCHOOL COMMITTEE.

JAMES E. DODGE.

## SUPERINTENDENT OF PUBLIC INSTRUCTION.

WILLIAM E. BUCK.

## STANDING COMMITTEES.

*Finance, Accounts, and Claims.* — The Mayor, Messrs. Hall, Huntington, Challis, Weeks, and Dodge.

*Salaries.* — Messrs. Stevens, Demarest, Sanderson, Hall, and Weeks.

*Repairs, Furniture, and Supplies.* — Messrs. Jackson, Hunt, Stevens, Smith, and Challis.

*Text-Books and Apparatus.* — Messrs. Hunt, Weeks, Moore, and O'Connor.

*Fuel and Heating.* — Mr. Huntington, the Mayor, Messrs. Brigham, Challis, and Smith.

*Examination of Teachers.* — Messrs. Demarest, Jackson, Hunt, and Parker.

*Truancy.* — Messrs. Sanderson, O'Connor, Dodge, and Moore.

*Employment of Children, etc.* — Messrs. Gage, Parker, Brigham, and Phelps.

*Music.* — Messrs. Weeks, Sanderson, Moore, and Smith.

*Drawing.* — Messrs. Hall, Stevens, Phelps, and Dodge.

*Non-Resident Pupils.* — Messrs. Jackson, Gage, Phelps, and Moore.

## SUB-COMMITTEES.

*High School.* — Messrs. Hall, Hunt, Jackson, Demarest, and Parker.

*Ash and Bridge Streets.* — Messrs. Hunt, Smith, Weeks, and Demarest.

*Lincoln Street and Wilson Hill.* — Messrs. Jackson, Weeks, Parker, and Gage.

*Spring Street.* — Messrs. Stevens, Sanderson, Hall, and Huntington.

*Franklin Street.* — Messrs. Hall, Huntington, Sanderson, and Stevens.

*Intermediate Building.* — Messrs. Sanderson, Dodge, O'Connor, and Smith.

*Piscataquog.* — Messrs. Brigham, Phelps, Huntington, and Gage.

*Manchester Street.* — Messrs. O'Connor, Dodge, Stevens, and Phelps.

*Training School.* — Messrs. Weeks, Hall, Jackson, and Hunt.

*Amoskeag, Blodget Street, and Stark District.* — Messrs. Demarest, Stevens, Dodge, and Brigham.

*Bakersville, Harvey's, Goffe's Falls.* — Messrs. Moore, Demarest, O'Connor, and Phelps.

*Hallsville, Youngsville, Webster's Mills, and Mosquito Pond.* — Messrs. Gage, Jackson, Parker, and Dodge.

*Evening Schools.* — Messrs. Huntington, Sanderson, Brigham, and Moore.



# REPORT

OF THE

## SCHOOL COMMITTEE.

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MANCHESTER, N. H., January 3, 1879.

*To the City Councils : —*

We present our annual report for 1878.

The appropriations to the use of the school department, including balances and transfers, and deducting overdrafts, of last year, and the expenditures for the year have been as follows : —

	Appropriations.	Expended.
Teaching . . . . .	\$35,888 44	\$35,335 16
Fuel . . . . .	3,427 55	3,357 85
Care of rooms . . . . .	2,200 00	2,377 06
Furniture and supplies . . . . .	703 04	504 68
Books and stationery . . . . .	600 00	598 88
Printing and advertising . . . . .	375 00	417 44
Incidental repairs . . . . .	823 73	222 92
Contingent expenses . . . . .	752 70	833 09
Evening schools . . . . .	1,311 55	1,098 02
Balance unexpended . . . . .		1,336 91
	\$46,082 01	\$46,082 01

The cost, exclusive of teaching, in 1877 was	\$10,176 91
In 1878 . . . . .	9,409 94
	<hr/>
A reduction of . . . . .	\$766 97
The cost of teaching in 1877 was . . . . .	\$38,118 56
In 1878 . . . . .	35,335 16
	<hr/>
A reduction of . . . . .	\$2,783 40
A total reduction of . . . . .	\$3,550 37

## STATISTICS.

	1878.	1877.
Whole amount expended by School Committee . . . . .	\$44,745 10	\$48,448 47
Amount expended by City Councils for repairs and improvements of school-houses and lots, and salaries of School Committee and Superintendent. . . . .	\$4,015 72	\$3,706 25
Whole amount expended by the city for school purposes . . . . .	\$48,760 82	\$52,154 72
Whole number of pupils enrolled in day schools, as reported* . . . . .	3,515	3,607
Average number belonging to schools, as reported . . . . .	2,571	2,571
Average daily attendance . . . . .	2,348	2,413
Average per cent of attendance, as calculated . . . . .	91.3	93.8
Cost of tuition in day schools per scholar, based upon average number belonging, . . . . .	\$13 74	\$14 87
Cost of incidentals, per scholar . . . . .	\$3 66	\$3 96
Number pupils admitted to High School from grammar schools . . . . .	82	57
Whole number admitted to High School . . . . .	88	60
Number graduated from High School . . . . .	47	38
Average attendance in Evening School . . . . .	106	96

\* See table at the end of the Superintendent's report, and also his comments under the head of Attendance.

Number of teachers regularly employed in day schools . . . . .	71	71
Number of scholars per teacher in High School . . .	37	30
“ “ “ grammar schools . . .	36	37
“ “ “ middle schools . . .	37	38
“ “ “ primary schools . . .	42	41
“ “ “ suburban schools . . .	29	29

## SUPERINTENDENT.

In June last, according to law, we proceeded to the choice of a Superintendent of Public Instruction, for the term of two years from July 1. Mr. William E. Buck was unanimously re-elected to the position. He has industriously, energetically, and efficiently performed the duties of his office, and the schools are far the better for his supervision. We commend the suggestions of his report, hereto appended, to our successors in office, and the new city government. We may call special attention to his references to the practicability of introducing plain sewing into some of our schools of lower grade; and also to his suggestion as to future repairs of school-houses.

## TRUANCY.

The city ordinances provide for the detail of one or more special police officers, at the discretion of the city marshal, to serve as truant officers, their duty being to report names of absentees and truants to the Superintendent, and at his request to make complaint to the police court. In the exercise of his lawful discretion, the city marshal has for the past year omitted the detail he was authorized to make in the premises; believing that the end of the law would be best subserved by requiring the whole police force to look after truants. It is but just to say that in cases reported to the force the members have acted with great promptness and efficiency.

The purpose of the law, however, has not been fulfilled, and cannot be, without the whole time during the school year of at least one policeman, devoted to the one object. The law contemplates, not merely the punishment of truants, but the destruction of truancy. There are truants, in the eye of the law, who are so by the connivance of parents. There is a law for compulsory attendance at school a certain portion of the school year; a law wisely intended for the reduction of the mass of shiftlessness and pauperism with which society is, or is liable to become, afflicted. The "absentees and truants" specified in the city ordinance are of two classes: *a.* Of registered pupils. *b.* Of non-registered youth. Those of the former class are easily discoverable by the teachers; those of the latter require the attention of an officer whose "beat" is the whole city. In the latter class are those who shun the school-house as if it were their worst enemy, who love idleness, and subject themselves to all the influences which lead to vice; and those others whose parents would mortgage their whole lives for the small pittance derived from mill-labor. The truant officer, duly authorized and exclusively employed in the work, is needful to look thoroughly after those found idling in the street during school hours, investigating their excuses, and after youth unlawfully engaged in factories.

We are constrained to believe, that, notwithstanding the service performed by the police force during the year now closing, the special detail is indispensable; and as we think such an officer *ought* to be under the control of the School Board, though not appointed by them, we urge the modification of the ordinance suggested by us in June last.



## CHANGES.

For several years the attendance upon the Intermediate School has steadily declined. That in the course of its history it has proved a useful adjunct of our educational system, is undeniable. It has provided for a class, formerly more numerous than now, who, by reason of former irregular scholastic training, or of infirm health, were unable to take the regular courses of study at our graded schools. Its necessity has been greatly obviated by the closer and easier grading of studies, and by the opportunity given at our evening schools. From these or other causes, the demand became so very limited that early in the year we found it needful to dispense with the assistant, and at the beginning of the fall term to close the school. No theory of past usefulness can justify the continuance of such a school, in default of a reasonable number needing its service. Should such a number for any term seek its advantages, it can be re-opened to meet the demand.

We have found it practicable to reduce the force of teachers at the High School during the year, without impairing efficiency. The number of assistants is now four.

As reported by the Superintendent, a considerable increase in the number of children of the primary grade in the Training School sub-district has necessitated the opening of another school of the lowest grade, in the school-house at the corner of Beech and Spruce streets. A like overflow in the Manchester-street sub-district has caused the establishment of another school of the primary grade, which has been held for the last term in an attic room of the building on the corner of Manchester and Chestnut streets. That room, however, is wholly inadequate, and it is proposed, if the need shall be found still to press, to utilize for the purpose, one of the disused rooms in the Lowell-street building (old High School). Having reduced

the number of schools to the lowest point consistent with efficiency, it is to be expected that that number shall be gradually increased with the growth of the population.

Early in the year we sought once more to consolidate sub-districts Nos. 6 and 9, in each of which the attendance for the last year has been small, both together in fact assembling a number of pupils much less than the average usually committed to the care of our teachers. Aside from questions of economy, a union of the schools would greatly add to the efficiency of instruction. It is difficult, in classes of two or three, and sometimes of but a single pupil, if that may be called, for the time, a "class," to maintain a show of interest on the part of pupil or teacher. The best results of teaching are obtained, under a judicious and competent instructor, by the friction of mind upon mind, and the vivacity and interest which numbers in a measure excite, just as an orator is stirred and fired by many, as he cannot be by few, auditors. The interest of pupils is greater in a class of twenty than it can be in one of five, and for the best work small schools should be consolidated where practicable. But in the case of the two districts named, the inhabitants of both so vigorously protested against the reform that the city councils failed to cooperate, and the school committee were constrained to recede from their position. We felt obliged, however, to provide, in cases where the average whole number of pupils attending school was less than 25, that the maximum salary of the teachers should be \$300. We still believe that the consolidation of the two districts is advisable, regarding their own interests alone. And it may be that under a statute enacted by the legislature at its last session, our successors may be able to reach that desirable end, by providing for the daily transportation of the youth from the Webster's Mills neighborhood to the school-house near Mos-

quito Pond. We commend the suggestion to the consideration of our successors, and of the new city government.

In connection with this subject we suggest, also, that the like transportation be provided for children of the Stark district to the Amoskeag school, where there will be found ample accommodation.

The city government having fitted up a room in the attic of the High school-house for a chemical and philosophical laboratory, we have made a small appropriation for necessary appurtenances and apparatus. We recommend to our successors continued care of this important interest. The development of the natural sciences is so marked, and some knowledge of them so important, that they are becoming indispensable factors of a practical education. The sphere of polite learning thus accompanying that of scientific training, may illuminate the path of new generations, and promote public peace and happiness.

#### SALARIES.

In our earnest desire to meet the laudable demand of a reasonable economy in the expenditures of this department of public service, we have reviewed, during the year, the list of salaries, and carefully considered them in connection with the rates paid in other cities, of the same grade as ours, for the like service. In one sense the customs of other cities are indifferent to us. We are to manage our own affairs without reference to the management of other municipalities. But we cannot wholly divide ourselves from surrounding communities. The rates of compensation in the department of public instruction paid in other cities, must affect the rates allowed in ours. It is greatly important that, for satisfactory service in our schools, such compensation shall be allowed as will hold our corps as near as may be unchanged. While we need not, therefore,

pay as generous salaries as the richer cities, our scale must not fall too far below the rates of cities similarly situated with ours. During the year at least one of our teachers doing efficient work has left us, tempted by a higher salary than we can afford. Were we still further to reduce our scale of payment, the drafts upon our list would be frequent, and always the more experienced and useful of our teachers would be taken from us, to be substituted by inexperience. Besides, there is justice in a reasonably liberal remuneration for the service we require of our teachers. The business is exhausting, and requires good health and steady nerve. Old or infirm men and women are not in demand for the position. Those we employ can not engage in other avocations. If at one time they seem to be paid beyond the average of skilled employment, at another they are below it. And the time comes when they ought to retire, with some reliance for the days to come reserved from the fruits of their active labors. It is true that nearly all of our teachers are women, who are supposed to have marriage in view as the end of their lives. But we observe that not all of them enter upon that state of life, and some of them have to bear responsibilities as heavy as most of those who are actually heads of families. We require of them all a large contribution of their life-force, and draw deeply upon their nervous energy. The time has long past when the teacher simply sat in his chair, monarch of all he surveyed, and listened to recitations, noting down and punishing failures of memory or of attention. We require now that he shall be a teacher in fact as well as in name, illustrating, instructing, educating. And he ought to be fairly rewarded for his service.

It is, however, to be especially remembered that the state of the market has something to do with the regulation of prices. We find, by comparison, that our list of salaries is

lower than in other New-England cities of the same class. For particulars see the Superintendent's report. We submit that a further reduction would be inequitable and unwise.

#### MUSIC AND DRAWING.

In connection with the appointment of teachers for the new year, the subject of the continued employment of a special music-teacher was necessarily considered. Music has not been taught in our schools as an accomplishment. We have not sought to train musicians, as the school system does not contemplate special training in any direction. But musical publications are now so numerous that it seems as needful to know how to read them as it is to read, let us say, novels. Music, besides, has an immediate value in the school-room. It has proved a civilizer. Every one who remembers the school of the period before the introduction of music, and will take the trouble to compare it with that of the present time, recognizes the difference.

“Music *has* power to soothe the savage breast ;”

and it serves to quiet the nervous excitability and restrain the restlessness of youth. It has been an aid in promoting the great change of the school atmosphere from that which prevailed when was seen —

“The whining school-boy, with his satchel,  
And shining morning face, creeping like snail  
Unwillingly to school.”

There may be cases of whining and of unwilling creeping among school-boys of the present time; but they are not characteristic, and are exceedingly rare.

Music has not been a study in our schools, but an exercise, accompanied by instruction. It is not allowed to interfere with what are supposed to be more practical branches. But a small share of the time has been allotted

to it. We have had, for several years, a superintendent of music, who has employed the whole school-time in visiting the schools, calling upon each once in two weeks, leading it for the allotted time, observing the progress made *ad interim* under the care of the teachers, marking out the course for the next fortnight, and advising the teachers according to circumstances. His duty has been that of organization, inspiration, and direction; regulating, stimulating, guiding, and toning up the efforts of regular teachers.

Mr. Kimball, who has had charge of this department for several years, has, we are bound to say, done efficient service. His success is evident in the proficiency of pupils in music-reading, and the general excellence of the singing. We have doubted the wisdom or real economy of vacating the position and trusting entirely to the regular teachers to carry on unaided the work he has so well superintended. But we equally have been impressed with the need of a special instructor in drawing. The same work is necessary in that branch of school instruction that has been so well done in the department of music. The study needs organization and proper development, and the regular teachers require special superintendence and guidance. To provide for such a supervisor of drawing, without large increase of expenditure, Mr. Kimball has been re-appointed teacher of music, to be employed but three days in each week, at a reduction of \$400 per annum upon his salary. Under the direction of the sub-committee on music, he may, in the time allotted, maintain the present efficiency of instruction in that science.

We recommend to our successors the employment of a competent instructor in drawing. The practical utility of that art, properly developed, is now generally recognized. A writer on the general subject, enumerating a few trades,

with the particular kinds of instruction proper to each, finds drawing needful in all but one, namely, dyeing. He pronounces it necessary to the following occupations: fresco-painters, silver and gold smiths, engravers and lithographers, photographers, farmers, boot and shoe makers, tailors, button-makers, manufacturers of silk, cotton, linen, and woolen cloths, machinists, printers, molders, mechanical engineers, masons and carpenters, weavers, cabinet-makers and turners, potters, comb-makers, millers, basket-makers, glaziers, stucco-plasterers, house-painters, gardeners, cotton-printers, tinmen, tile-layers, wagon-builders, coppersmiths, iron and brass founders.

While the school cannot specially fit any pupil for a particular occupation, or enable him to make direct application of his skill in drawing to special trades, it is true that nearly or quite every one may be trained in the elementary principles of the art, and become accustomed to the free exercise of the hand in geometrical and inventive drawing, and even in mechanical or architectural drafts. It would be to the great advantage of the community if the new generations should become skilled in the use of the crayon and the pencil. It would largely promote its material interests, while it would be another element of progress in taste and refinement.

#### “THE THREE R’S.”

It was said of old that the proper scope of the public school is limited to “the three R’s:” Readin’, ’Ritin’ and ’Rithmetic; and undoubtedly it was supposed that thus superior education was excluded. But as intelligence makes progress, the view widens. As the purpose of reading becomes better defined, the mode and spirit of the accomplishment are modified. To read, was a very different attainment a hundred years ago, from what it is now.

And what mattered it, if the mass could not read? Books were scarce. It was deemed desirable to read the Bible; but while the words were followed by those who were able, the sense was given by a distinct order specially set apart for the purpose. Science had no form, and the best literary culture was attained but by few. The colleges of the day were hardly above the high school or academy of the present. Newspapers were not numerous, and were but of small circulation. To-day, the land is flooded with literature, good, bad, and indifferent; daily, weekly, monthly, quarterly, and casual; scientific, theological, literary; for children, youth, and adults. The newspaper seeks to meet all demands. It too often caters for low appetites, but finds it necessary to keep somewhat abreast of the public intelligence. A good reader now implies something more than a correct pronouncer of words, or sentences. But little of our reading is now done orally: we read with our minds more than with our tongues. Sense, rather than sound, our pupils are to search out. That *public* reading shall be well done, it should be "with due emphasis and discretion," although to be pleasing it must be done with suitable inflection and agreeable voice: suggesting one use of the music-teacher. But to read, nowadays, to the best purpose, requires advanced intelligence. It does not suffice to pronounce in a company, in a pleasing manner, some well-considered piece of greater or less literary excellence. We are not readers, in the modern meaning, if we are able only to get the sense of a bloody, hair-raising story, or of the common news of the day. We must be skilled to understand the various revealments of science; the record of its triumphs and of its applications to the arts of life; whatever is published in the English language; the record of melodious and harmonious sound. And so, the first "R" includes, as necessarily preparatory



to its complete acquirement, Music, Geography, and History, with something of Physiology, Physics, Astronomy, Chemistry, Botany, Zoölogy, Geology, Civil Government, and Political Economy. These last are in a measure indispensable to the reader of current politics, that he may judge for himself of theories from time to time advanced by political leaders. And though ability to read within a narrow limit, say for amusement or for information concerning the more commonplace events of the time, is acquired in the grammar school, a high-school course is needful to an intelligent knowledge of the more important matters recorded in magazines, or deposited in more permanent publications.

Writing covers more than the mechanical art of copying with neatness and grace the words which some one else has first noted down. It is more than an ability to make a fair bill. It goes beyond framing a letter of business, compliment or affection. It should include the facility of recording one's own thoughts, as well as the thoughts of others, — English composition: indeed, the improvement of the faculty of thought, as well as the culture of the power of expression. And here come in the languages, especially those which have had to do with the structure of our own tongue, Latin and French, if not Anglo-Saxon. Here, too, are found desirable a knowledge of the history of English, and an acquaintance with the best literature in that language. Here, again, are found the uses of Grammar and Rhetoric, — a knowledge of the best forms of expression.

Our second "R" leads us into the High School. How many regret that while they think some thought, or know some fact, which might interest or instruct their fellow-men, they do not know how to express themselves, for want of the necessary training! There are many "mute Miltons," "inglorious" only because they do not know

how to speak. And whether it belong to this "R," or the first, in our schools ought to begin the training of youth to express their thoughts properly and promptly upon their feet; readily to write upon the minds of others, with their tongues, without the intervention of the pen, their own mental product: as the telegraph writes upon the mind of the experienced operator through the ear, without the intervention of white tape, the message from afar. Drawing has become an indispensable adjunct of this department of school work. It aids in the mechanical operation of writing, and is itself a mode of writing—the writing of forms. It is often needful, to aid in description or illustration, when words fail.

And where is the limit of Arithmetic as a school study? Shall it go only so far that one may calculate the cost of articles bought or sold at retail? Or shall we extend it to cover all kinds of wholesale business? Shall it include Book-keeping—the method of recording the financial history of a business? We probably find but one voice in reply. Yet it is not the object of our schools specially to train book-keepers, more than to train bricklayers, surveyors, engineers, or lawyers. But we discern general value in the knowledge and the skill which may be thus applied. Let us, however, remember, that the same value may be found in studies that do not deal with dollars and cents, but may be otherwise applied. Shall our arithmetic be permitted to include the measurement of masonry or of lumber? Shall it further concern itself with the contents of surfaces and solids—gauging and surveying? Shall it go beyond, and take up the mechanical powers, triangles and spheres? We have carried our third "R" into the High-School course—through Algebra, Geometry, Surveying and Trigonometry. There is no reason why the common-school system should teach a boy or girl to calcu-

late the contents of a stone wall, that does not demand that he should have the opportunity of learning how astronomical calculations are made. He may never become an astronomer : he may never become a mason, and we do not want all to be masons. We need astronomers, as well as masons ; but more than that, we need intelligent citizens, who may know upon what grounds scientists make such wonderful numeral affirmations.

“ The three R's,” then, are no longer completed with the old limitations. There is as much need now of the wider application, as there was originally of the more restricted course. Without broader teaching than that which is employed in our grammar schools, and necessarily limited by the age of the pupils, such a periodical, for instance, as the “ Popular Science Monthly,” can not be read. That is not a publication for specialists, but for general readers. Ought we not, in the public interests, to teach youth to read it and other works like it ? Ought we not, for the public welfare, to teach the principles of Civil Government and Political Economy, that our youth may be prepared with defenses within themselves against the arts of demagogues and selfish men ? The only ground upon which a public tax for popular education can be maintained, is the promotion of intelligence for the safety of the ballot and the good order of society ; and these are not secured by the elementary knowledge obtained in the lower grades of school. They now need a training of faculty and a complement of knowledge obtained only in the high school. In connection with this we make special reference to the remarks of the Superintendent upon the subject of vicious literature, when treating of the High School.

## THE CONDITION OF OUR SCHOOLS.

We cordially commend our schools as favorably comparing with others of similar grades. We think our teachers, as a class, constantly improve in efficiency. The grammar schools, especially, in which during the past year no change has been made by which experience has been substituted by inexperience, are more efficient. By the easy gradations of the course of study, and particularly by its frequent reviews, the best work possible under the circumstances has been assured. The mode of examination employed, by printed questions at unexpected times, two or more in each term, instead of public oral competition, yields not only a better test of knowledge, but relieves pupils from special preparation, interfering with the regular work of the schools, and accompanied by an anxiety both mentally and physically harmful. The schools are open to the public, who are invited to visit them at any time, and observe the character of the teaching employed, and the general atmosphere of the school-room. By the recent policy, company days, when teachers and pupils put on their holiday attire, and take on unusual airs for exhibition, are suspended. But every interested citizen has the opportunity of observing their every-day dress and work. He will see orderly groups of children and youth, showing general proficiency according to their several grades, and busy teachers interested, and interesting pupils, in their work. More of this visitation ought to be done, by parents and tax-payers. They may see for themselves the utility of educational expenditure, and the usual propriety of school administration, while their interest will promote the interest and efficiency of those who are serving them in this department of municipal affairs.

But we are far from intimating, either that our system is perfect or that our teaching is the best possible under any

circumstances. We know that, whatever reforms have been accomplished, there is yet great room for improvement. We claim that progress has been made; that our newer school-houses better answer their purpose; that better methods of discipline and instruction are superseding the old; that more is done than formerly to cultivate the perceptions and rational faculty. Yet we remember that our teachers are human, and therefore imperfect in wisdom, and often unobservant; that architects have not yet discovered the best methods of arranging school-rooms and ventilating them; that the school cannot obviate all the contrary influences of the street and of some homes; that wisdom will not die with this generation, though it may be more advanced than that of former days; that, in fact, our teaching is not thorough enough; our school-houses not what they should and will be; the proficiency of many pupils not what might be expected from the labor bestowed, nor the administration of our schools wholly what we would desire; and that something is left to our successors to improve upon. We remember, as well, that our homes, our other public buildings, our churches, our halls of entertainment, our railway systems, our state and national and municipal governments, our highways, our manufactures, our newspapers, are far from perfect, and in many respects widely open to criticism.

#### INCONSIDERATE CRITICISM.

But he is not wise who overlooks the relative excellences of our institutions, domestic, public, or industrial, and magnifies their imperfections by a critical, rather than a sympathetic, view of them. And we deprecate that inconsiderate criticism which recognizes nothing good in our educational system, and observes it through such a dense medium of prejudice or spleen or self-importance or igno-

rance, that the light is unequally refracted, and the object distorted out of all form and character. Thus, criticism of our school-houses would intimate that they are unfit, by want of proper ventilation, for the temporary accommodation of our youth, and productive of disease. Admitting that the ventilation is not as complete as is desirable, it is all that science has yet rendered possible, and is better than that of any church or public hall in the city; probably better than that of most of its dwelling-houses. And the critic himself, after venting his opinion, proceeds, for economy of fuel, to shut out of his dwelling-house, as far as he may, all possibility of the entrance of fresh air, and, perhaps, prepares his child for a social party in a room with whose atmosphere that of the school-room is pure as mountain breezes. If critics will seek and find a practical remedy for the evil, as discerned in the school-room, but in less degree there than in many other places of abode, temporary or permanent, he will be a benefactor to society. But his selection of the school-room for special criticism, and that so intense, accomplishes no good, and if it were generally believed, would do great harm. Certainly, the destruction and rebuilding of all our school-houses is not practicable; and if accomplished, the new houses, in the present status of science and the arts, would probably average no better than those destroyed. Being all that we have, let us make the best of them, seeking to improve them from year to year, as advancing science may suggest.

Nor is the criticism which suggests that our school-rooms, defective as they may be, are generators of disease, considerate of the facts. A writer speaks of what he calls a "school-room headache," as if it were the normal result of attendance at school. Examination of two of our grammar schools shows that: first, but a small minority of pupils are troubled at all with headaches; and, second, not

one pupil in a hundred suffers pain in such a way, traceable to the school-room or to study, or even refers it to either. It is true, some others suffer; but the causes are generally neuralgic, catarrhal, or, as we might expect, gastric. The very few who do suffer from study or from the brief confinement of the school-room, need special treatment. The physician, or the judicious parent, not the teacher, the school committee, or the public, should deal with the case. Certainly, it would be a grievous wrong to the great public to change the whole course of study and of administration, to suit the very small number of invalids among youth of school age.

We know that perfection of heating apparatus, as of ventilation, has not been attained, and that teachers, absorbed in their work, are sometimes forgetful of temperature. But this is not characteristic, and can probably be matched by sextons, janitors of halls, and even householders. It may be that, during the winter, colds are occasioned by the want of judgment of those in charge of buildings or of classes. We have known severe colds, however, to be taken outside of the school-room. Why should not the complaint be made, rather, of the weather? Every school-room is provided with a thermometer, to which it is the habit of teachers to refer. These are instructed to open the windows freely at recess, for change of air; and, as a rule, they are not injudicious in reducing the temperature, when it has gone beyond the prescribed limit, 70°. It is certainly not fair, or for the public good, to make wholesale charges against school administration, for individual fault or accident.

Nor are our schools in any sense convectors of contagion. There is less danger of scarlet fever or diphtheria in school than out of it. We will not say that either disease has never been communicated through neighborhood at school.

It is both dangerous and foolish to affirm negatives. We do say, however, that there are defensive regulations in our schools, and none at all in other juvenile gatherings. Our teachers are instructed, and are specially prompted, by personal care and regard for those at home, to exact obedience, to exclude all children of the same family with persons affected, until the physician's certificate shall assure them that all danger of contagion is over. The physicians of the city are to notify teachers of cases of contagious disease, for their information; and children themselves are apt to carry the news of infection with great promptness. We confidently repeat that children are safer from such perilous diseases in regular attendance at school, than at their usual liberty of movement.

Another inconsiderate criticism is that which affirms that high-school study indisposes our youth for work and leads them to desire to live idly, "by their wits." That now and then a young man, educated academically, has that groveling desire, is not to be denied. What is there in his studies to induce it? The effort of the school is to make him industrious; not only to show him the beauties of literature, and to give him power of expression and intellectual taste, but to teach him the wonders of science and its useful applications. There is nothing in the course to make him idle or low. If he hankers after an easy life, with or without the means of supporting it, it is because of home and social, and not of school, influences. As matter of fact, our youth, graduating from the High School, generally go to forms of industry of various kinds. Some are at work in our factories, some employed in trade, some working at trades, some studying farther on, and a small share of them in professional life. Should a few choose this, what is the disadvantage to the community? What right have we to hinder? The intelligence of physicians,



clergymen, and lawyers contributes to the intelligence of the masses. If at any time professional skill is a glut in the market, a many-sided education ought to enable the man of small income to "turn his hand" to some other vocation, for which he may show more aptitude. And, on the other hand, a many-sided education makes it easier for a mechanic or clerk to adapt his labor to his circumstances. The "re-adjustment" of industries, as this or that department is glutted, is a problem pressing upon our communities, and only to be solved by a more varied general education.

Two criticisms balance each other: 1. That the high school encourages a division of our youth into classes, the rich attending and the poor not able to attend. 2. That "the son of a bricklayer or a washer-woman" may study the branches of learning taught in high schools, and thus be "made discontented with his 'rank and station in life.'" Both of these objections to the high school cannot be true. The former certainly is not. The free high school democratizes learning. It is its glory that it places on a par the children of the most fortunate and of the most humble family of the city. Whatever the "station in life," if he has a studious disposition and has proved his intellectual aptness, and his parents are disposed to make the necessary sacrifices, any pupil may receive the best education the city can furnish. Why should it not be so? What is there in the nature of republican institutions that requires any one to be satisfied with his station in life, or to maintain it his a day longer than circumstances require? It is to the public interest that all shall have an equal chance in the struggle for life, and that the best shall win. It is the most beneficent work we can do, as regards the welfare of our community, to lift from the dust the masses prone. In our natural philosophy class may be some wash-

er-woman's son, who, there receiving the first intimations of the principles of physics, shall become a public benefactor through his inventions; in the class in chemistry, a bricklayer's son, who is to be a great discoverer in the realm of nature. It is a good thing if our communities recognize intelligence as superior to wealth, and as monopolized by no "station in life."

#### CONCLUSION.

Such as they are, with abundant need of improvement, though with abounding points of excellence, we resign our charge into other hands. No department of public administration is of more importance; none, we believe, yields better or more copious fruit. The investment of the city of Manchester in her schools is one making sure returns, in an intelligent, orderly community. Our best wishes go with those who are to have charge of her interests. May their efforts for the further advancement of public education be grandly successful.

G. L. DEMAREST,

*For the School Committee.*

## SUPERINTENDENT'S REPORT.

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*To the School Committee of Manchester:—*

GENTLEMEN:—In accordance with your rules, I herewith respectfully submit the following as my second annual report, the same being for the year 1878, and the twenty-third of the series of annual reports prepared by the Superintendent of Schools:—

### GENERAL CONDITION OF THE SCHOOLS.

The present condition of the schools, though not claimed as perfect, is to me far more satisfactory than that of a year ago. There has been more uniformity in the amount and character of the work done; fewer schools have failed to meet requirements; greater earnestness and a more thorough discharge of duties have been observed in respect to teachers in general; and better results have been attained as the reward of doing less rote work and more real teaching, the attempt at which has also greatly improved the general spirit of our schools.

### APRIL REPORT.

As an appropriate introduction to a more special consideration of some particulars relating to the condition of the schools, I repeat some conclusions, supplemented with additional statistics which should have a permanent place

in our school history as rendering more complete the annual report for 1877, which I presented you at a regular meeting of your honorable board on the fifth of last April :

“ During the past few months I have been impressed that in some instances there might be a more economical expenditure of that portion of our appropriation allowed for teachers’ salaries, without, in the least, impairing the efficiency of our schools ; and I now feel it my duty to make known to you my thoughts in that direction, assured that the superior judgment of the eighteen members of the school committee will not suffer itself to be misled by my statements and inferences. Nor should teachers in schools designated feel that any personal reflections are intended. My sympathies naturally extend to all of that class, and I would make no mention of any conclusions in regard to the propriety of reducing the number of our teachers, or the salary of any portion of the same, were it not that in my present capacity, I am trying, conscientiously, to act in accordance with my official oath to subserve the interests of the city to the best of my judgment.

“ The total expenditure for teachers’ salaries during the year 1877 was \$38,118.56, and the average number of pupils belonging to all the schools was 2,571. These items make it appear that the average cost of tuition, per pupil, in all our schools, was \$14.87, based upon the item of teaching alone.

“ The schools to which I would call your special attention, are three small suburban schools and the Intermediate School. The school in the Stark District, for the year 1877, had an average number of twelve pupils, and the cost, per pupil, for teaching in that district was \$36.67, or about two and a half times the average cost, per pupil, for all our schools ; at Webster’s Mills the cost was \$20 per pupil, for an average number of twenty pupils ; at Mos-

quito Pond the cost was \$21.05 per pupil, for an average number of nineteen pupils; and at the Intermediate the cost was \$34.44 per pupil, for an average number of thirty-six pupils.

“Now I would submit that this board may put into each of the three small suburban schools a good teacher, who would work with enthusiasm, at least one year, at the minimum salary of \$300 per annum; and it may be questioned whether teachers can be found who would keep up great earnestness of work in schools so small for more than one or two years. These schools are all important, and the citizens of those districts have a right to insist that we maintain, for them, schools of high character; nor would I have turned your thoughts in their direction, if I had any suspicion that they would be impaired by my suggestions.

“Ordinarily we might not feel that we could always supply them with good teachers; but the graduates of our training-school have now become so numerous that we should be safe in selecting the best of them for these schools, and they would go there and so work that they might have hope of securing a more lucrative position at the end of the year. I would have it understood that they should remain a year in these schools before they could be considered candidates for the larger schools; and I would now take occasion to recommend that no new teacher be elected to any school for more than one term, till the result of such a trial has been observed.

“In regard to the Intermediate School, I would say that for the past year it has been of such a size and character, I have felt that the expense of it has been out of proportion to its usefulness, when compared with other schools in the city.

“From the first of April, 1877, to the first of January,

1878, the *greatest number* of pupils in that school, during any month, was thirty-six, for two teachers; while for the same months at Goffe's Falls, and in the higher department of the school at Bakersville, the *average number* of pupils, in each school, was more than forty, for one teacher. I know the Intermediate School is ungraded; but the same is true of the other schools with which it is now compared, and I have reason to think that without more pupils than it had during these months last year — an *average* of twenty-five — it may undoubtedly be so classified that one teacher can properly manage it. Indeed, it may be inquired why a first-class lady teacher cannot control and as successfully manage it during the spring and fall terms, as that a lady should properly conduct the school at Goffe's Falls or at Bakersville, with fifteen or more additional pupils. If an equally good teacher could be put into the Intermediate School, at the salary (\$425) paid at Goffe's Falls, she might conduct that school alone during the spring and fall terms, and remain during the winter as an assistant to a male principal, who could be put into the school for the winter term of three months, at a salary of \$75 or \$100 per month, and in this way the expense of this school could be reduced from \$1,225, now paid for teaching, to \$725 or \$650, according to what might be paid the male teacher per month during the winter. There is no lack of applications for winter schools from young men who come out of college to teach during the winter, many of whom have testimonials of good success in teaching for one or more terms; and I cannot think it particularly important that the same teacher should have the principalship of this school for many terms, since the pupils are constantly changing, and the assistant would be permanent, under the plan I have suggested. It cannot, however, be certain that this school will be so small or easily managed for a year to come; but,

though the school in the past has been subject to great variation, in respect to numbers and the degree of difficulty in its management, I should not have presented another plan for conducting it, without, at least, a reasonable assurance of its success.

“The changes which I have now suggested, would reduce the expense of teaching four schools \$825, to which \$150 more might probably be added for the same.

“It is for you to decide, in the light of such suggestions as I have presented, whether or not these changes can be effected without impairing the efficiency of the schools.

“I presume it is no secret that some members of the board have thought for several weeks that the efficiency of the High School might not be unfavorably affected if its corps of teachers should be reduced by one; and, because I learn that the sub-committee of that school will soon meet to consider the advisability of any change there, I would recommend that power be granted that committee to act in accordance with its convictions, in order to obviate the necessity of calling a special meeting of the board before the opening of next term.

“During the past week I have made up a statistical report of our schools, as required by law, for the State Superintendent of Public Instruction, and it occurs to me that you should be informed in regard to some errors and omissions in the printed report of the school committee for 1877. These occurred through some misunderstanding by which the proof-sheets were not submitted to the author of that report, as they should have been.

“In the first place, there should be added to \$48,295.47, the amount reported as expended by the school committee, \$153, which was expended from the tuition fund, and the full amount expended by the committee is thus found to be \$48,448.47. To this sum add \$3,706.25, the amount ex-

pended by the city councils for repairs and improvements of school-houses and lots, and salaries of school committee, clerk, and superintendent, and there results \$52,154.72 as the whole amount expended by the city for all school purposes for the year 1877. From this latter sum there should be deducted \$1,963.81, the "Literary Fund" received from the State for the support of schools, and also \$291.41, the amount of tuition received from non-resident pupils, if we would know the amount raised by tax for the support of schools for 1877, and there is left \$49,899.50, which, as a tax, is at the rate of a little *less than three and one-fifth mills per dollar of the assessed valuation* of the city for that year.

"The evening schools were much larger and more successful than usual. The average attendance for 1877 was ninety-six as against sixty for 1876, and it is to be regretted that the appropriation for these schools is so small for the current year. No schools are more important than those which furnish means to the adult population for learning to read and write. According to the census of 1870, New Hampshire had about 10,000 illiterates, or 3.8 per cent of her population over ten years of age. The larger portion of these are congregated in our great cities. Shall we open to them the door to all secular knowledge, an opportunity to learn to read, and make it possible for them to append more than a *mark* to a receipt for services?"

#### TEACHERS' SALARIES.

By an act of the school committee since the foregoing was presented, the salary of teachers in all suburban schools having an average number less than twenty-five for any term, has been fixed at the minimum salary of three hundred dollars per annum, the same to take effect at the opening of the next school year.



This act is certain to affect the salaries paid teachers at the Stark District, at Webster's Mills, and at Mosquito Pond; and it is quite likely to apply to teachers' salaries at the Harvey District, and at Youngsville, and possibly at Hallsville.

During the past two terms only the minimum salary has been paid teachers at the Stark District, at the Harvey District, and at Youngsville, because of the employment of new teachers in these schools, whose salaries have been fixed by a standing rule of the committee, which establishes the salary of new teachers for all grades below the first division of the grammar schools at three hundred dollars per annum for the first year's service.

The three former of the suburban schools last named are quite small. For the two years ending December 31, 1878, the attendance at these schools has been as follows: At the Stark District, the average number of pupils belonging was 11, 12, 14, 13, 12, 14, for the six respective terms beginning, January, 1877, and the average daily attendance for the same terms was 10, 11, 13, 12, 8, 11; at the Webster's Mills school the average number belonging was 18, 12, 11, 13, 8, 14, and the average attendance was 17, 11, 10, 11, 7, 11; at the Mosquito-Pond school, the average number belonging was 12, 15, 18, 15, 18, 18, and the average daily attendance was 11, 13, 15, 15, 16, 13.

The recent act of the board to reduce the salaries paid teachers in these schools, may be considered just when their salaries are compared with those paid for teaching full schools. There is certainly not half the exhaustion of the vital forces occasioned in the management of such small schools. It is true that the number of hours daily devoted to work in the school-room is the same, and that we expect equally good teaching; but the great strain upon the nervous energies of the teacher does not come from

the process of giving instruction. The act of instructing is invigorating, and a pleasure to the true teacher. It is the government of a school that taxes the teacher's health, patience, and power of endurance; and the degree of difficulty experienced in the control of a school generally increases in rather more than geometrical ratio as the number of its pupils increases. Hence it is, that in schools, as in the army, wherever many are herded together, it becomes necessary, in order to have an efficient organization, to secure a head that can successfully organize, control, and direct the movements of large numbers. The drill-master may have as much knowledge of standard military tactics as the general, and drill a squad or company even better than he; but for the government of an army, an additional quality is essential, and, to be had, it must be paid an extra price. The same, in general, is true of schools and teachers. I presume a dozen could be selected from the corps of our lady teachers who might successfully control and instruct the most difficult grammar school division in the city, if it were in a building by itself. So I presume it equally true that the same might utterly fail as governesses where they are, if they were held solely responsible for the conduct of their pupils out of, but about, their school-rooms, mingling, as they do, with about three hundred other pupils in the same entries and yard, were it not for the fact that the pupils know their teachers are upheld by the head of the school; and experience shows that for a proper governing head, whether for an army, a school, or a factory, the market price must be paid.

It may be seen from what follows, whether, and to what extent, it is customary to grade teachers' salaries according to the position occupied, whether our scale of variation is exceptional or not, and how our rates compare with those paid for similar work in the following fifteen cities: Ha-

verhill, Lewiston, Burlington, Gloucester, Taunton, Bangor, Chelsea, Bridgeport, New Bedford, Salem, Springfield, Fall River, Lynn, Lawrence, and Portland. This list includes all the cities in New England having in 1870 a population varying from 13,092, in Haverhill, to 31,413, in Portland. The *average* population of these fifteen cities at that time was 21,269, and the population of Manchester at the same time was 23,536.

The *maximum* salaries now (November, 1878) paid teachers in these cities are at the following rates per annum:—

HIGH SCHOOL.	Principal.	Sub-Master.	1st Assist.	Other Assist.
Average of the 15 cities,	\$1,996	\$1,231	\$797	\$618
Paid at Manchester,	1,800	950	750	475
GRAMMAR SCHOOLS.				
Average of the 15 cities,	1,487		539	476
Paid at Manchester,	1,350*		475	425†
MIDDLE OR INTERMEDIATE SCHOOLS.‡				
Average of the 15 cities,	465			
Paid at Manchester,	425			
PRIMARY SCHOOLS.				
Average of the 15 cities,	465			
Paid at Manchester,	425			
SUBURBAN SCHOOLS.				
Average of the 15 cities,	342 to 476			
Paid at Manchester,	300 to 475			
MUSIC.§				
Average of the cities employing a special teacher,	\$1,185.			
Paid at Manchester,	\$1,200.			

\* Since reduced to \$1,300.

† Since advanced to \$440.

‡ In some cities this grade is included in the grammar school, as fifth and sixth divisions.

§ Twelve of the fifteen cities employ a special teacher in music, and the average salary as given for these is proportioned to five days' work per week, the same being the time devoted to music by our special teacher. Since these figures were prepared our music-teacher's salary has been made \$800, for which he is to render three days' service per week.

## DRAWING. ¶

Average of the cities employing a special teacher, \$1,164.

At Manchester, no special teacher.

## INTERMEDIATE SCHOOL.

The action of the committee, which for the spring term reduced the number of teachers to one at the Intermediate School, proved to be well advised, for the number of pupils there for that term was but fourteen. At the opening of the fall term there were only four present, and as the school did not increase, at the end of the first week it was closed for the remainder of the term. In response to an advertisement in our local papers, six have signified a desire to have the Intermediate School again opened, and promise attendance during the coming winter.

The character of this school seems to have gradually changed within a few years. Formerly it was chiefly composed of young ladies and gentlemen who had good, or fair, abilities, but were unable to attend school more than a few months a year. Latterly, there have been put into this school, with the former element, those who might properly be classed in middle or primary schools, but were somewhat more advanced in years than the average of those grades, and of the ruder sort, disposed to truancy, etc.

Pupils of this character have been put into the Intermediate School because the school has been small and the pupils were an annoyance to the graded schools. This policy, however, has not secured a sufficient number for a fair-sized school, and it is closed. A present member of the school committee, for many years conversant with the character of our population and our schools, thinks the depletion of the Intermediate School is owing to the changed

¶ Seven of the fifteen cities employ a special teacher in drawing, and in most instances he instructs in both day and evening schools and at teachers' meetings.

character of that portion of our population which now leaves school for the mill and the shop, the same obtaining from the evening schools what additional schooling they have ; while the element formerly disposed to leave school for the mill, no longer finding employment there, now continues more generally in the graded schools.

If this theory is correct, and from recent observations in regard to those attempting to attend the evening schools I think it may be, then there are many of school age in the mills, and it becomes our duty to see that they attend school according to law.

Section 3, chapter X. of the "Rules of the School Committee," is as follows :—

"The Intermediate School is not regarded as one in the regular grade, but is designed to afford special advantages to such pupils as shall attend school for less than two terms in the year, or such as, from mental or physical inability, cannot maintain a fair position in the Grammar or High School, or are not easily managed in a middle or primary school. No pupil shall be admitted to this school who can profitably attend the graded schools."

Pupils of the character referred to in the latter part of the section, are not sufficiently numerous to warrant the continuance of the Intermediate School ; but I doubt not there are in our mills and about our streets children enough of school age to make a school of the character contemplated by this section, as large as the Intermediate ever was in its palmyest days.

Of other things mentioned in my April report, it may be said that the services of one teacher at the High School have been dispensed with since the opening of the spring term, without apparent detriment to the school ; and funds have been obtained for a successful opening of the evening schools, by a transfer from the appropriation for fuel, made

possible by economical expenditures in the department of fuel and heating.

#### NEW SCHOOLS.

During the fall term two new schools were opened, one at the corner of Spruce and Beech streets, and the other on the third floor of the Manchester-street house, at the corner of Chestnut street. The former of these is likely to be permanent, and possibly the latter will also be found a necessity. If so, a more suitable room should be provided for it; and I think investigation would show that there are pupils belonging to the Manchester-street schools, living north of Hanover street, sufficiently numerous to form another school in the old High-School building on Lowell street, and I would suggest that the transfer of a sufficient number of such pupils to the latter house would be the most convenient way of relieving the Manchester-street schools, provided both vacant rooms on Lowell street are not again needed for the Intermediate School. I seriously doubt any necessity for the use of more than one room for the latter school, if again opened.

It is somewhat probable that in the spring a new school will have to be organized in the Center-street house in 'Squog, where one was discontinued about a year and a half ago. The school population in that vicinity seems to have considerably increased since the establishment of the German settlement in that locality.

#### HIGH SCHOOL.

Since I became Superintendent, I have given less attention to the High School than that of any other grade in the city, because I have believed my time could be utilized more to the advantage of our public schools by an endeavor upon my part to unify and improve the work of the lower

grade schools, from which by far the larger portion of our pupils enter upon their life-work, and upon which also chiefly depends the character of the material of which the High School is composed. I have felt the more free to pursue this course because of a knowledge that the High School was being frequently inspected by a member of its sub-committee, and occasionally by another member of the same and by one of the general committee.

It appears, however, from record, that I have visited this school thirty-nine times; and it affords me pleasure to say that the instruction given there may be regarded as of a high character, and the recitations usually good. Whenever the contrary has been observed of recitation, from previous knowledge of the pupils reciting I could not feel that the teachers were at fault for the failure of a few. In passing judgment upon any school, it is important that the critic should know somewhat of the material with which the teacher has to do; nor is it safe to draw hasty conclusions from observations made at but few visits. Some pupils will not appear even as well as usual, until they become used to the presence of individual visitors, nor are any likely to appear at their best before they come to feel the presence of visitors as that of friends. The members of our High School, however, are for the most part reliant and self-composed, and may be judged from any criterion which is fairly applicable to those in similar institutions.

In regard to the High-School course of study, I will say that I believe it is the result of an honest endeavor, upon the part of the committee who framed it, to satisfy the varied demands of the community by affording an opportunity to fit for college, to study French and the higher English, including the sciences, or to select a partial course in any of these departments of study. If the trial has demonstrated that such an accommodation of the public is not

properly possible in one high school, then it becomes the duty of the school board either to establish another high school or to ascertain that a considerable portion of the community are agreed as to what the purpose of the one high school shall be.

The severest criticisms upon this school seem to be aimed at the amount and manner of classical teaching. One would have less in amount, that the teaching may be more thorough, even though none be fitted for college; another would have the amount required for admission to college so taught that pupils pursuing the classical course at our High School may have the drill obtained only at the best classical schools in the country, even to the weakening, or exclusion if necessary, of the business and English courses now undertaken, it being held that three such courses as are now arranged, cannot all be thoroughly carried forward by its present number of teachers. There are some who would not have Latin or Greek taught in the High School, and others who would not have any public high school. Such being the extreme views entertained by respectable and intelligent citizens, there can be but one course to pursue; and that is for you who are the chosen custodians of the public schools to give these different views due consideration and then to act for the "greatest good of the greatest number" of your constituents. The attempt of the past few years to popularize our High School by reducing to a minimum the amount of time and attention to be given the classics has, I think, been the foundation for unfavorable comments by those who believe in thorough classical training; but so long as the young men who complete this course are able to enter college and there take the respectable or high rank certified to by the professors at Dartmouth within the past few months, it may be considered that the portion of our community which is entitled to classical instruction is being fairly treated.



Our High School compared with others doing similar work, is inexpensive, and well worth the cost of it to the community for the sole sake of its influence upon our lower grade schools. It may also be added to the credit of the school, that zeal for knowledge and the necessity of labor to secure it, is so exemplified by the example of its corps of teachers, that its pupils are not likely to be satisfied with dime novels and similar trash so eagerly devoured by those who have acquired only the elements of a common-school education. I cannot believe that one of the twenty-eight young men seen at one time on a day of July sitting backed by trees on a single common in this city, reading the vilest of trash, was a graduate of our high or grammar schools. Our "dangerous classes," or at least those most dangerous, are no longer of those too ignorant to read. If we would win them to the better portion of the community, we must educate them above its lower strata. Our greatest lack of pupils is in the higher grades of the grammar schools; and these are undoubtedly larger than they would be, had we no high school. Our High School may be improved, and to this end it is and should be open to fair criticism; but to impair its usefulness is to strike in the head our whole system of public schools.

#### OTHER SCHOOLS.

With rare exceptions, all the divisions of our grammar schools, as also the middle and primary grades, are uncommonly well taught and deservedly popular. The suburban schools are also doing a good work, of which some are excellent. Perhaps no school in the city has shown more *improvement* than that in the Harvey District, where for the first time in two years, at least, a teacher has been fortunate enough seemingly to secure a general co-operation of the citizens of the district.

## TEACHERS.

The city has been unfortunate in the loss, as teachers, of Miss Cleora E. Bailey and Miss Nellie M. Whitney, both formerly at the Spring-street School, both of whom had also proved themselves superior teachers of the grades in which for several years they had been respectively employed. Their successors, however, after a term's trial, in one instance, and a year's trial in the other, are giving promise of success that will be commensurate with their experience; and the wisdom of filling similar vacancies from among the number of those showing good work and native skill while at the Training School, is again justified. A few other changes of teachers have occurred since the issue of my last annual report, but I can add nothing more important in regard to them than to say it could be readily observed that from the start those who have had the advantage of our Training-School course, or that of some normal or similar school, have without exception shown superior teaching ability, which is shown by others only after lapse of time, and then only by those of superior native talent. Our teachers in general, as I have already intimated, are good or excellent; and the few exceptional ones who might be marked at no more than fair, are as they are, not so much because of their lack of education or skill, as because of a lack of heartiness in the work, as is evinced by their conduct about the school-buildings as well as in their rooms. Such are observed by their co-laborers as those disposed to stand at the doors or in the entries and talk, if by chance they may be at the school-building a few moments sooner than required by the rules of the school committee, frequently neglecting to be in their own rooms till a portion of their pupils are seated; observed by their pupils as those in haste to leave the school-building at the close of each session; clothed for the open air, found last

in the file of their pupils marching out; and noted by visitors as those who lack interest and enthusiasm in their work. Happily for our schools the number of such is *exceedingly small*, and the picture is drawn only for the benefit of those with whom the attitude is habitual. Occasional delays and haste may be excusable, but pupils should be taught by example that the school-room is not a place to be entered only from necessity. Nor should teachers, through inclination to be out of their rooms, interrupt other schools in the same building, by unnecessary consultations with other teachers during session hours, when pupils are in the rooms.

It is not a pleasant duty for principals to be obliged even occasionally to remind those to whom reference is here made, of their place and duties at school; but they can hardly be censured even by those most concerned for mentioning things which unfavorably affect the well-being of the schools under their general charge.

#### ATTENDANCE.

The attendance at the public schools during the past year has been somewhat interfered with by prevailing diseases. Diphtheria has been more or less prevalent throughout the year, yet of itself has not more seriously affected the attendance at the schools in general than more common diseases ordinarily do; but scarlet fever and measles were also prevalent during the spring term, which, together with the small-pox scare, may have reduced the average daily attendance, so that proportionally the average daily attendance in all our schools for the past year is not so great by three as it was for 1877. This may be seen by results given in a table at the end of this report, showing the attendance for the past year, when compared with similar results in 1877, found in last year's report. Last year the

whole number of different pupils in all our public schools was 3,607, and the average daily attendance was 2,413 for that year. The number of different pupils in all our schools this year is 3,515, and proportionally, as compared with last year, we should this year have an average daily attendance of 2,351; but as the average attendance for this year has been only 2,348, we may infer that any unusual amount of sickness in the city during the past year has reduced the average daily attendance in all our schools by three.

The difference between the percentage\* of attendance for this year and that of last year is 2.5, and this difference is owing chiefly to the changed basis used in determining the average number belonging. Heretofore this item has been found from a standard which required that pupils temporarily absent for more than five consecutive days should not be reckoned as members of a school during the period of such absence. By that standard a pupil who was sick abed five days had to be marked absent; but one who went away fishing for five and a half days had not those days accounted against him as absences, because he was not reckoned a member of the school for the time being, though he had not taken his books away, and it was well known that he would return the following week. By the requirement of the rules, as amended a year ago for the purpose, all pupils are this year reckoned members of school, for the several terms, from the day of their entrance to that of their withdrawal, without regard to the length of any intermediate absence or the cause of it. This method requires that all intermediate absence be marked as absence, an arrangement which is manifestly just. The membership, or average number belonging, will

\* Found by dividing the average daily attendance by the average number belonging.

be greater by this method than by that formerly in vogue, and the percentage of attendance correspondingly less. Hence it is that the attendance at the schools this year, when compared with that of last year, differs in respect to the whole number of different pupils enrolled for the year by ninety-two, and the percentage of attendance by two and five-tenths, while the average number belonging for each of the two years happens to be exactly the same.

The following table will show the liability of our schools to increase or decrease, in accordance with the portion of our school population which may be out of health, at work in the mill or shop, or in attendance at parochial or other private schools : —

TABLE SHOWING THE AVERAGE DAILY ATTENDANCE AT OUR SCHOOLS FOR THE PAST TEN YEARS.

1869	1,969	1874	2,318
1870	1,987	1875	2,295
1871	1,911	1876	2,379
1872	2,110	1877	2,413
1873	2,284	1878	2,348

The average daily attendance is taken as a basis of comparison, because it is the only item in our attendance statistics which, for years past, has been uniformly computed from undeviating data. The chief object of this comparison is designed to show that the decrease from last year is not exceptional.

#### INDUSTRIAL SCHOOL.

Near the close of my report for last year, as an after thought, and without much consideration, I advocated the

establishment of an industrial school, as the result of my observations during the year, in regard to the lack of proper habits of industry among a portion of our more advanced pupils. As to the propriety of the establishment of such a school, the board of school committee appeared to differ from me. While I agree to your statement of the general "purpose of the common school," I still think the safety of the state, for which alone schools have any claim to support by public tax, would be as greatly promoted by the establishment, in our larger towns, of schools for the purpose of teaching habits of manual industry to the portion of school population that do not attain it to any degree from their natural guardians, as by our present system of public schools, which are so well adapted to the necessities of the majority. Idleness, I believe, leads to poverty and crime more frequently than ignorance. Nevertheless, I am more fully aware than I was a year ago of the practical difficulties attending an engraftment upon our common schools of any general system of manual instruction, and am inclined to think the need which I believe will be found imperative before the close of another quarter of a century, must be met by special public institutions or by local enterprise.

#### SEWING.

There is, however, one form of industrial employment which might be taught with advantage to a portion of the pupils in our schools. I refer to sewing, which is systematically and successfully taught in the public schools of some cities. I would advocate its introduction here so far as to teach those who come from homes apparently ignorant of the art, enough of the use of the needle and thread to enable them to mend their own clothes in a respectable and substantial manner. This could, I think, be successfully done by the regular teacher.

## DRAWING.

Drawing has been taught in our schools with varying success for several years. About a year ago, Walter Smith's system of Industrial Drawing was introduced, and Miss Manahan, first assistant teacher in our High School, was employed to give our teachers a few special lessons in the new system. At the close of these lessons it was observed that a portion had to a good degree comprehended the principles of this system, and more recent observations have shown that these are presenting the subject to their pupils with considerable success. All the teachers were greatly benefited by those few lessons, and they have manifested great zeal in teaching the new system to their pupils, and have met with all the success that could reasonably be expected of those who as a whole have had so little assistance in properly preparing themselves for the work.

Miss Manahan, who has chief charge of drawing at the High School, and has so notably distinguished herself in that department there, highly compliments the better preparation in drawing of the last class entering from the grammar schools. If, however, we would rival in this art cities of even less size than ours in our sister State of Massachusetts, or would have drawing taught in our lower grade schools chiefly through a proper development of the principles of the system now in use, rather than by imitation, we should have a good special teacher in drawing, to take full charge of this department of instruction and afford our teachers all needed assistance. It would be unwise, in my opinion, to employ any such special teacher who is not a master of the art and of the system in use. Our teachers in general, and several in particular, have knowledge enough of both to be disgusted with any instruction which is not first-class in this department.

## ADMISSION TO HIGH SCHOOL.

The method of admitting pupils from the grammar schools to the High School, as set forth in my last annual report, has been strictly followed; and with gratifying success, because the class admitted is acknowledged, after a term's service in the High School, to be as well prepared as the average of classes admitted there, and because but few pupils, comparatively, had to be subjected to a special examination at the end of the year. As there is no disposition to get up any hot-house rivalry between our grammar schools, I deem it unnecessary to add any extended details in regard to the number admitted from the respective schools or to give the standing of their classes or of individual members of the same, for the conditions under which they begin the work of a year are liable to vary so that results in these particulars cannot be justly compared year by year. It may be said, however, for once that the aggregate average of each of the first divisions of the larger grammar schools, which alone took the six examinations in each study submitted by the Superintendent during the year, differed from one another by less than one-half of one per cent. Such a result shows, I think, the possibility of having answers in written work marked by different persons, as these were by the masters of the several schools, with great uniformity when specific instructions for this purpose are given to all alike.

## SCHOOL-HOUSE AGENT.

I would advise, since you are in future to have entire control of funds set apart for the repair of school-houses, that this board elect, or appoint, annually, some suitable person to have the entire management and undivided responsibility of repairs upon school-houses. I think, if this course is pursued, as at Springfield, Mass., our houses



and the furniture pertaining to the same would receive better care, and that the amount of funds allowed for this purpose would be more prudently and economically expended. Such an agent should have some familiarity with the needs of a school, be a man of judgment, and receive a fair compensation for his services. His accounts should be fully and carefully kept, and at the end of the year, or oftener, they should be audited by the standing committee on repairs, furniture, and supplies.

#### READING.

Our schools are constantly in need of new and fresh reading matter. The regular reading-book soon becomes familiar and monotonous to the more apt pupils. They get the general ideas of the several pieces, and are ever after careless about the language, frequently substituting that of their own. I think the general purchase of all text-books by the city of doubtful utility; but I have no doubt that both for the good of our schools and for the pecuniary advantage of our citizens, it would be better to have the city own all reading-books used in the schools. As a matter of justice, too, it is as proper that books of a certain class should be bought for all, as well as a considerable portion of our school population, and we have to purchase by far more reading-books for those claiming our charity than those of any other kind. Then, since they are so greatly needed to be under our control, why not purchase for all? This plan is adopted in several places with the following results: a great saving of expense in the aggregate, because books can be bought of publishers by towns or cities at greatest discounts; greater variety of entertaining and instructive reading matter for the schools, because there can be purchased readers of different series, or books of biography, travel, history, and geography. These books

can then be changed about among the schools, so that pupils may be supplied with fresh reading matter as often as necessary ; and pupils would be quickened to read for the purpose of gaining information, and thus learn more readily the true object of this exercise, which not unfrequently is regarded merely as an exercise for going through the ceremony of pronouncing words. Hence arises what is commonly known as the "school tone," and the lack of expression in attempts at reading.

#### CONCLUSION.

To the retiring members of this board, I would express sincere regret that we are to be deprived of the counsels and assistance of those, who, through long familiarity with schools, have directly benefited our schools by personal visitation and labor, or in the committee room have devised or advocated measures for their improvement ; and to all I would extend thanks for the enjoyment and advantage of your friendly advice and superior judgment.

If there is any dependence upon the assurance personally expressed by numerous representatives of nearly every class of our population, then our schools are giving excellent satisfaction to the great masses of our people who are directly represented by pupilage in the schools ; yet they are not above criticism, and we should ever give respectful consideration to comments made in good faith for the purpose of improving our public schools.

WM. E. BUCK.

Dec. 31, 1878.

TABLE SHOWING THE ATTENDANCE AT THE VARIOUS SCHOOLS FOR  
THE PAST YEAR.

SCHOOLS.	Whole Number Belonging to the Schools.*			Average No. Be- longing.	Average Daily Attendance.	Percentage of Attendance.
	Boys.	Girls.	Tot'l.			
High School.....	73	117	190	185	179	97
Intermediate School.....	42	8	50	24	21	88
Training School, Higher Department.....	47	48	95	70	64	91
Training School, Primary Department.....	87	78	165	99	88	89
Franklin-Street Grammar School.....	89	93	182	150	144	96
Lincoln-Street Grammar School.....	98	112	210	178	169	95
Ash-Street Grammar School.....	85	102	187	160	152	95
Spring-Street Grammar School.....	34	35	69	57	52	91
Piscataquog Grammar School.....	62	37	99	72	66	91
Amoskeag Grammar School.....	17	18	35	32	29	91
Middle School No. 1.....	17	26	43	37	34	92
“ “ “ 2.....	22	27	49	45	41	91
“ “ “ 3.....	20	30	50	42	39	93
“ “ “ 4.....	23	24	47	34	32	94
“ “ “ 5.....	26	21	47	41	38	93
“ “ “ 6.....	21	27	48	36	31	86
“ “ “ 7.....	20	19	39	33	29	88
“ “ “ 8.....	25	22	47	35	33	94
“ “ “ 9.....	21	22	43	37	34	91
“ “ “ 10.....	17	23	40	35	32	93
“ “ “ 11.....	31	23	54	37	32	86
Primary “ “ 1.....	38	37	75	42	37	89
“ “ “ 2.....	30	24	54	39	33	85
“ “ “ 3.....	25	33	58	37	31	84
“ “ “ 4.....	20	25	45	44	38	87
“ “ “ 5.....	34	18	52	41	35	85
“ “ “ 6.....	32	33	65	36	35	97
“ “ “ 7.....	19	21	40	34	31	91
“ “ “ 8.....	59	52	111	58	53	92
“ “ “ 9.....	26	32	58	42	38	90
“ “ “ 10.....	40	12	52	42	37	88
“ “ “ 11.....	29	26	55	43	39	91
“ “ “ 12.....	28	26	54	42	39	93
“ “ “ 13.....	42	37	79	41	36	88
“ “ “ 14.....	25	27	52	37	32	86
“ “ “ 15.....	47	45	92	49	44	90
“ “ “ 16.....	30	22	52	47	43	91
“ “ “ 17.....	18	9	27	26	24	90
“ “ “ 18.....	92	86	178	50	43	86
“ “ “ 19.....	29	30	59	36	33	93
“ “ “ 20.....	29	28	57	39	35	90
“ “ “ 21.....	25	16	41	32	27	84
“ “ “ 22†.....	17	12	29	44	42	95
Suburban School, District No. 1.....	11	8	19	13	10	77
“ “ “ “ 3.....	59	53	112	72	63	88
“ “ “ “ 4.....	28	31	59	42	40	95
“ “ “ “ 5.....	15	15	30	23	20	87
“ “ “ “ 6.....	8	12	20	12	10	83
“ “ “ “ 7.....	19	17	36	28	26	93
“ “ “ “ 8.....	17	23	40	24	20	83
“ “ “ “ 9.....	15	10	25	17	15	88
Total.....	1783	1732	3515	2571	2348	91.3

\* Exclusive of those received, by promotion or transfer, from other public schools in the city.

† Open two terms; closed during the fall term.

‡ In existence during the fall term only.

§ See "Attendance," page 93.

It may be added, for the benefit of the uninformed, that there is in this city an extensive system of Roman-Catholic parochial schools, which accounts for the small portion of our population (28,000) in the public schools.



## LIST OF TEACHERS AND JANITORS.

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### HIGH SCHOOL, — BEECH STREET.

Principal. — Albert W. Bachelor.  
Assistant. — Herbert W. Lull.  
Lucretia E. Manahan.  
Emma J. Ela.  
Mary A. Buzzell.

### INTERMEDIATE SCHOOL, — LOWELL STREET.

Principal. — J. Y. Cressey.

### TRAINING SCHOOL, — MERRIMACK STREET.

#### *Higher Department.*

Principal. — Nancy S. Bunton.  
Assistant. — Mintie C. Edgerly.

#### *Primary Department.*

Principal. — Martha N. Mason.  
Assistant. — Jessie B. Farmer.

### GRAMMAR SCHOOL, — FRANKLIN STREET.\*

Principal. — Edward P. Sherburne.  
Assistant. — Annette McDoel.  
Lottie R. Adams.  
Carrie E. Reid.

\* Franklin-street and Spring-street grammar departments consolidated, and both under Mr. Sherburne as principal.

## LINCOLN-STREET GRAMMAR SCHOOL.

Principal. — Benjamin F. Dame.

Assistant. — Julia A. Baker.

Mary J. Fife.

Isabelle R. Daniels.

Mary F. Barnes.

## ASH-STREET GRAMMAR SCHOOL.

Principal. — Daniel A. Clifford.

Assistant. — Antrice G. Flanders.

Rocilla M. Tuson.

Sarah J. Greene.

## SPRING-STREET GRAMMAR SCHOOL.\*

Assistant. — Mary L. Sleeper.

Anna O. Heath.

## PISCATAQUOG, — NORTH MAIN STREET.

Principal. — William M. Stevens.

Assistant. — Mary A. Lear.

## AMOSKEAG.

Etta J. Carley.

## MIDDLE SCHOOLS.

- No. 1, Blodget Street. — Nellie I. Sanderson.  
 2, Ash Street. — Mary A. Smith.  
 3, Ash Street. — Hattie S. Tozer.  
 4, Lincoln Street. — Anna J. Dana.  
 5, Lincoln Street. — Carrie M. Gilmore.  
 6, North Main Street. — Florence McEvoy.  
 7, Franklin Street. — Hattie G. Flanders.

\* See note on previous page.

- 8, Franklin Street. — C. Augusta Abbott.
- 9, Spring Street. — Clara G. Fogg.
- 10, Spring Street. — Lizzie P. Gove.
- 11, North Main Street. — Fredrica S. Mitchell.

## PRIMARY SCHOOLS.

- No. 1, Blodget Street. — Ellen B. Rowell.
- 2, Manchester Street. — Clara N. Brown.
- 3, Ash Street. — Georgianna Dow.
- 4, Ash Street. — Helen M. Morrill.
- 5, Lowell Street. — Elvira S. Prior.
- 6, Wilson Hill. — Abbie E. Abbott.
- 7, Lincoln Street. — Emma F. Beane.
- 8, Lowell Street. — Florence L. Stone.
- 9, Manchester Street. — Julia A. Dearborn.
- 10, Manchester Street. — Nellie Pearson.
- 11, Franklin Street. — E. Jennie Campbell.
- 12, Franklin Street. — Martha W. Hubbard.
- 13, Spring Street. — Ella F. Sanborn.
- 14, Spring Street. — Nellie M. Whitney.
- 15, Center Street. — Jennie F. Bailey.
- 16, Center Street. — Augusta S. Downs.
- 17, South Main Street. — Alice G. Lord.
- 18, Manchester Street. — Maria N. Bower.
- 19, Amoskeag. — Jennie G. Stebbins.
- 20, South Main Street. — Sarah D. Lord.
- 21, Bridge Street. — Emma J. Henry.

## SUBURBAN SCHOOLS.

- No. 1, Stark District. — Helen G. Kimball.
- 3, Bakersville : —  
Principal, Addie M. Chase.  
Assistant, S. Isetta Locke.

- 4, Goffe's Falls. — Georgie A. Nute.  
 5, Harvey District. — Mary W. Mitchell.  
 6, Webster's Mills. — Olive J. Randall.  
 7, Hallsville. — Maria H. Hildreth.  
 8, Youngsville. — Susie G. Woodman.  
 9, Mosquito Pond. — Lana S. George.

## MUSIC TEACHER.

Jason J. Kimball.

## JANITORS.

*High School, Ash Street, Bridge Street, and Blodget Street.*

John S. Avery.

*Franklin Street, Manchester Street, Lincoln Street, and Wilson Hill.*

John A. Carr.

*Spring Street, and old High School House.*

James W. Preston.

*Merrimack Street.*

Rufus Lamb.

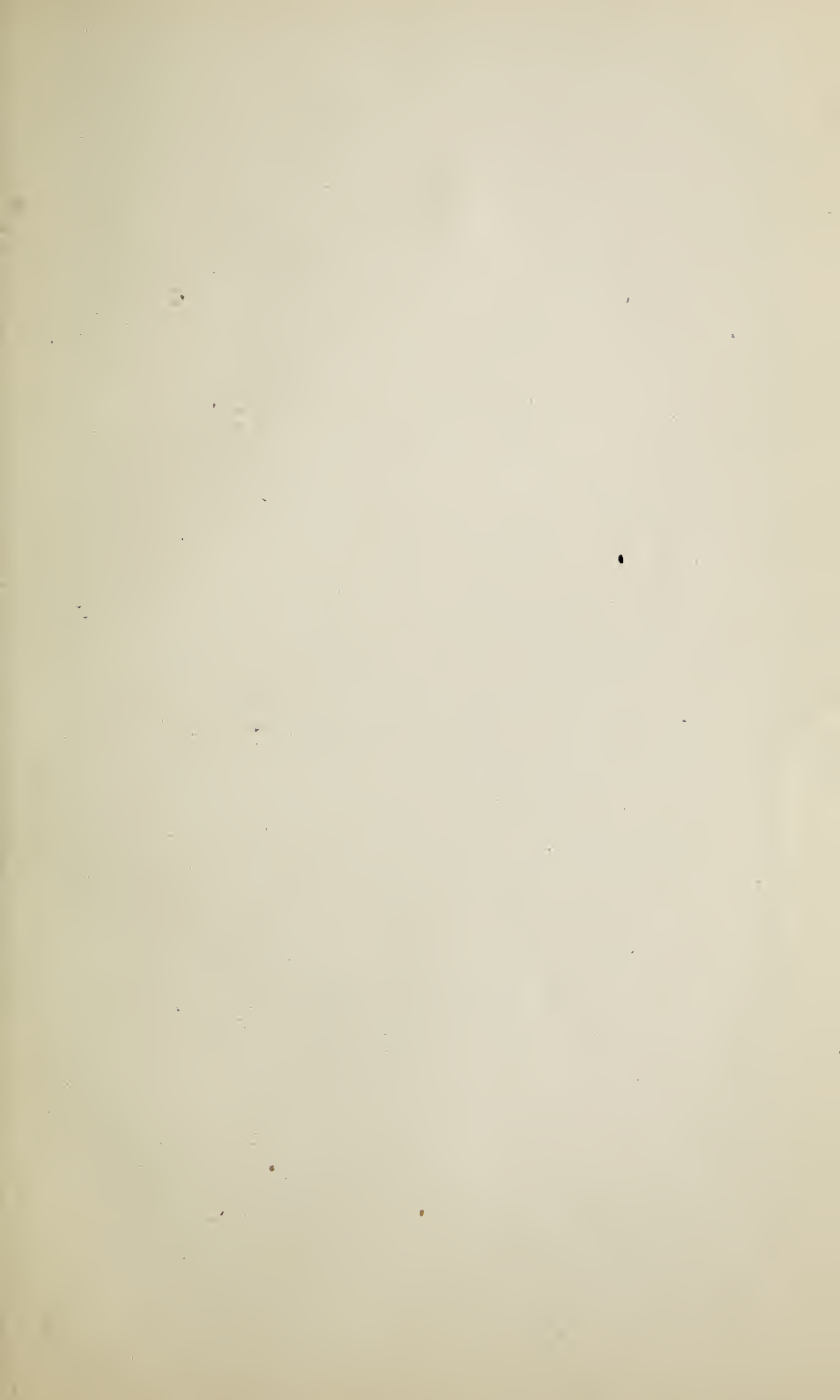
*'Squog Schools, consisting of Center Street, North and South Main Street Schools.*

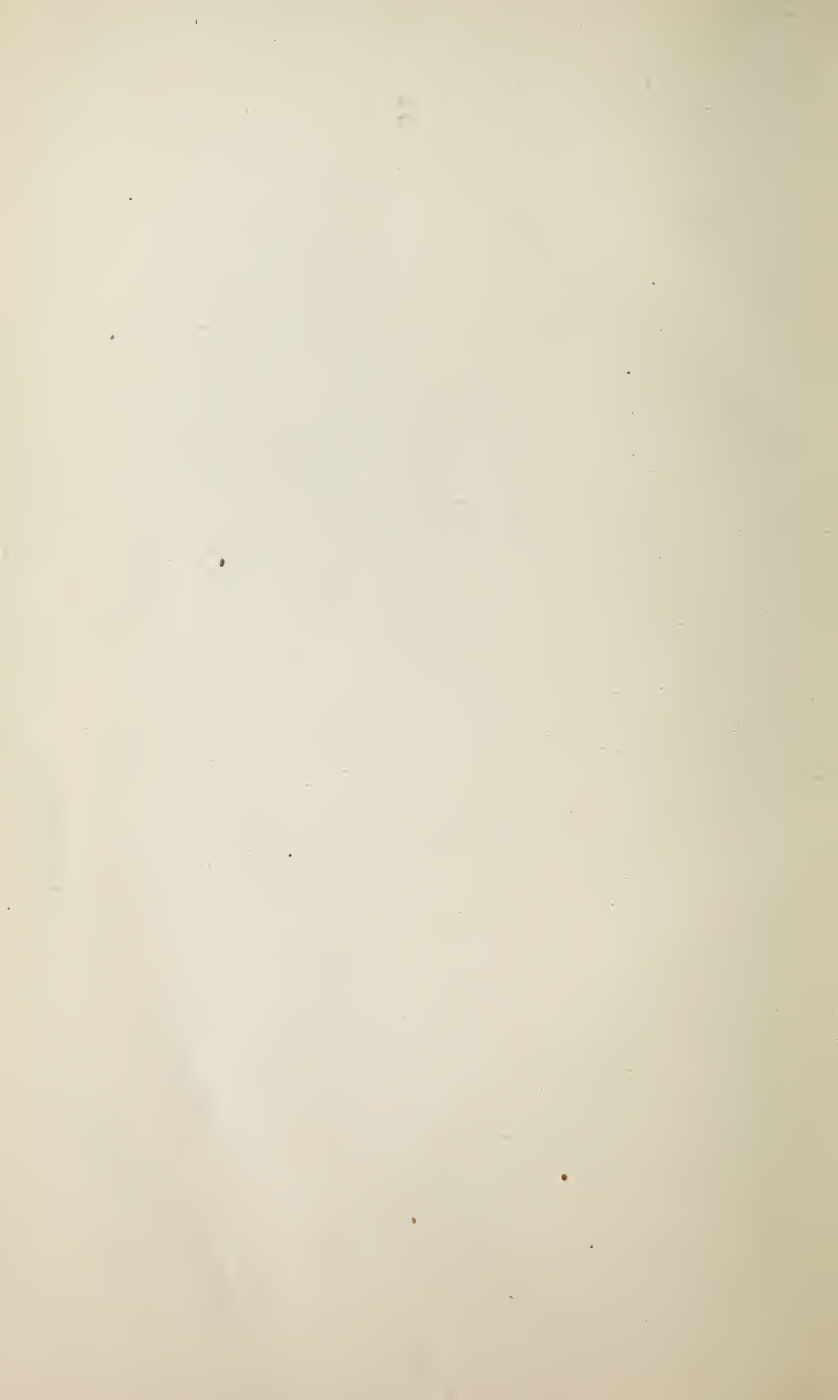
George E. Moore.

























**The HF Group**

**Indiana Plant**

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**8/22/2006**

